**PICTURES OF HOLLIS WOODS**

**Narrative Guided Reading Plan – PAGES 1-100 (38 points total)**

**Your Name:**

**Part 1: Text Analysis (8 points)**

*Summary*: (2-3 sentences that includes setting, main characters, problem, and solution)   
If it helps, you might try to use a version of Somebody > Wanted > But > So

*Main ideas(s):* List the main ideas (5-8) in the order they take place in the story from pages 1-100.

*Big idea(s):* Identify at least two possible big ideas (or emerging themes) that might be used to connect this story to other texts and events in the real world.

Then rewrite the single big idea you’d like to call attention to as a question for students to explore the answer to as they read and talk about this text and others.

**Part 2. Question-Answer Relationships (QAR) Activity (12 points)**DIRECTIONS: Select any chapter you have read so far and use the model we did in class to craft four interesting questions (one of each type; Right There, Think & Search, On My Own, and Author and You) that promote conversation about an important event in the book. Label the type of question and include a suggested answer for each.

**Question 1:**

Type:

Answer:

**Question 2:**

Type:

Answer:

**Question 3:**

Type:

Answer:

**Question 4:**

Type:

Answer:

**Part 3. Questions to Foster Strategic Reading (18 points)**

Select 2-3 chapters in Section 2 (pages 50-100). Then, write 6 comprehension questions you want students to answer in a discussion group with you. Your questions should focus students’ meaning making on key events and/or character development across those chapters.

* Your questions should require students to **move beyond literal recall** of small details. They should **encourage readers to see the connections** (explicit and implicit) between details in ways that move them closer to comprehending important events linked to the problem/solution, observations about the characters, author’s craft (e.g., interesting writing techniques or literary devices), or important vocabulary/events that could lead to confusion if students didn’t make a certain connection or understand the meaning.
* Consider questions that require students to **actively use** strategies that Cornett describes in Chapter 2 as "**During Reading Strategies**" (e.g., determine important ideas, infer, visualize, question & wonder, predict, analyze characters, synthesize).
* Your questions can be specific to one chapter or require students to look back and make connections across a cluster of chapters.
* For each question, include (a) a brief suggested response, (b) identify relevant pages/chapter(s) students can refer to as they build their understanding, (c) identify which comprehension process that question requires students to use and give a brief explanation of how that question taps into that comprehension process (using information from Cornett’s Chapter 2). You might also get questioning strategies from Cornett’s Chapter 7.
* Be sure to have a range of question types across the chapters.
* Keep in mind some of the CCSS expectations

.Dr. Coiro’s Example from Magic Tree House Vacation Under the Volcano:

|  |  |  |
| --- | --- | --- |
| **Relevant page(s) / chapter(s)** | **Question & Suggested Response** | **During Reading Strategy and Explanation** |
| Ch. 1,  p. 1-2 | Question: (At the end of page 2, stop to ask): The author tells us that Jack and his sister Annie were finally Master Librarians. What do you think this means? How do you think they feel about their role as Master Librarian and words does the author use to make you think that?  Suggested Responses: It must be some kind of special librarian. I think they have must have worked hard to earn that because Jack says, “they were *finally*” that. I think they are both very excited, because they decide to run out to the magic treehouse “Let’s look fast” and they “threw” their stuff in a backpack even though there were leaving for vacation in 20 minutes. | Strategy: **Determine important ideas** (using text clues as evidence);  Explanation:  These questions focus the reader’s attention on important plot events and character traits early in the story |

Use the chart below to organize your questions and suggested responses

During Reading Comprehension Questions Chapters \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Relevant page(s)/chapter(s)** | **Question & Suggested Response** | **During Reading Strategy and Explanation** |
|  | Question:  Suggested Response: | Strategy:  Explanation: |
|  | Question:  Suggested Response: | Strategy:  Explanation: |
|  | Question:  Suggested Response: | Strategy:  Explanation: |
|  | Question:  Suggested Response: | Strategy:  Explanation: |
|  | Question:  Suggested Response: | Strategy:  Explanation: |
|  | Question:  Suggested Response: | Strategy:  Explanation: |

|  |  |
| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis - 10 points** |  |
| Included an accurate and clear brief **summary** of the book (2 points) and 5-8 main ideas (3 points) |  |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts. (3 points) |  |
| **Part 2: Question Answer Relationships - 12 points** |  |
| Generated four questions (one of each type), labeled type accurately and provided appropriate response (3 pts. each) |  |
| **Part 3: Strategic Reading Questions - 18 points** |  |
| Generated six questions, provided a suggested response, and labeled each with a strategy and explanation (3 pts. each) |  |
| TOTAL (out of 38) |  |